Klassen, R. M., and T. L. Durksen (2015), "Recent advances in research on teacher motivation and emotions", in *Routledge International Handbook of Social Psychology of the Classroom*, Routledge, London and New York.

Klassen, R. M., and V. M. C. Tze (2014), "Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis", *Educational Research Review*, Vol. 12, pp. 59–76, http://doi:10.1016/j.edurev.2014.06.001.

Klieme, E., C. Pauli, and K. Reusser (2009), "The Pythagoras Study", in *The Power of Video Studies in Investigating Teaching and Learning in the Classroom*, Waxmann, Münster.

Klusmann, U. et al. (2008), "Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns", *Journal of Educational Psychology*, Vol. 100/3, pp. 702–715, doi:10.1037/0022–0663.100.3.702.

Korpershoek, H. et al. (2016), A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes", *Review of Educational Research*, Vol. 86/3, pp. 643–680, http://dx.doi:10.3102/0034654315626799.

Koth, C. W., C. P. Bradshaw, and P. J. Leaf (2008), "A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors", *Journal of Educational Psychology*, Vol. 100/1, p. 96.

Kunter, M., and T. Voss (2013), "The model of instructional quality in COACTIV: A multicriteria analysis," in *Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers*, Vol. 8, Springer, New York.

Kunter, M. et al. (2013), "Professional competence of teachers: Effects on instructional quality and student development", *Journal of Educational Psychology*, Vol. 105/3, pp. 805–820, http://dx.doi:10.1037/a0032583.

Kunter, M. et al. (2008), "Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction", *Learning and Instruction*, Vol. 18/5, pp. 468–482, http://doi:10.1016/j.learninstruc.2008.06.008.

Kyriacou, C. (2001), "Teacher stress: Directions for future research", *Educational Review*, Vol. 53, pp. 27–35, http://dx.doi:10.1080/00131910120033628.

Kyriakides, L., R. J. Campbell, and A. Gagatsis (2000), "The significance of the classroom effect in primary schools: An application of Creemers' comprehensive model of educational effectiveness", *School Effectiveness and School Improvement*, Vol. 11/4, pp. 501–529, http://doi:10.1076/sesi.11.4.501.3560.

Kyriakides, L., and B. P. Creemers (2008), "Using a multidimensional approach to measure the impact of classroom-level factors upon student achievement: A study testing the validity of the dynamic model", *School Effectiveness and School Improvement*, Vol. 19/2, pp. 183–205.

Kyriakides, L., C. Christoforou, and C. Charalambou (2013), "What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching?" *Teaching and Teacher Education*, Vol. 36, 143–152, http://dx.doi:10.1016/j.tate.2013.07.010.

Lee, K., J. J. Carswell, and N. J. Allen (2000), "A meta-analytic review of occupational commitment: Relations with person- and work-related variables", *Journal of Applied Psychology*, Vol. 85, pp. 799–811.

Leithwood, K., and D. Jantzi (2009), "A review of empirical evidence about school size effects: A policy perspective", *Review of Educational Research*, Vol. 79/1, pp. 464–490, http://doi.10.3102/0034654308326158.

